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ABSTRACT

By 1973, a number of special programs existed in the Los Angeles Community College District to meet the needs of the over 3000 handicapped students in the system, as well as of other handicapped members of the community. Handicapped enablers had been designated on each of the eight campuses to provide special supportive services, such as priority registration, and special tutoring, counseling, and testing. Other special services included sign language interpreters and note-takers for the deaf, Braille materials and tape recorders for the blind, ramps and modified restrooms for those in wheelchairs, and therapy training for speech-impaired students. The bulk of the funding for these services came from state and federal programs falling into three categories: special classes for handicapped minors; supportive services for handicapped minors; and support for handicapped adults. As only 1124 of the 3000 were aided by the programs, an effort was made to acquaint handicapped high school students with the educational opportunities at the colleges; recruit handicapped adults; make use of the "handicapped grapevine"; cooperate with community agencies; and develop audio-visual and individual instruction programs. Each campus specialized in programs related to particular disabilities with the expectation that students would gravitate to the campus best serving their needs. (MB)

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

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HANDICAPPED STUDENTS:

NOW AND AHEAD

JC 780 523

DIVISION OF EDUCATIONAL PLANNING AND DEVELOPMENT

Office of Career Education and Governmental Affairs

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Mr. Burton Amos, East
Ms. Henryette Bunn, Southwest
Ms. June Forrester, City
Mr. Steven Harshfield, Harbor
Mr. George Kopoulos, Valley
Ms. Melba Martinez, Pierce
Mr. Gino Petrella, Trade-Tech
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John T. McCuen, Vice Chancellor
Educational Planning and Development

Hope M. Holcomb, Director
Career Education and Governmental Affairs

HANDICAPPED STUDENTS: NOW AND AHEAD

> "It is the concern of the Los Angeles Community Colleges that each individual have the opportunity to develop to his greatest potential. To that end, it is the function of the colleges to provide for members of the community maturing experiences which will assist them to live effectively as workers, family members and citizens in our society." --FACTS

As a reflection of their concern, the colleges have recently begun special programs to meet the needs of the over 3000 handicapped students presently in attendance, as well as other handicapped members of the community. Since it is estimated that 9% of the general population is handicapped, the colleges have undertaken a tremendous task in attempting to meet the needs of these individuals.

DEFINITION OF HANDICAPPED STUDENTS

The term "handicapped" escapes precise definition by the range of disabilities it includes and the varied effects they may have on the learning environment of the individual. In State and Federal guidelines, this dilemma is underscored by the distinction made between disabled persons and those handicapped persons eligible for assistance. According to regulations, a person is ineligible for aid unless his disabilities, regardless of their severity or multiplicity, hinder his progress in a normal educational environment.

In addition, many disabled individuals may reject the notion that they themselves are handicapped, as they have learned to overcome or compensate for their handicap. A disability may be so slight as to be inconsequential. And the weight of social stigma is still strong against any who are "different."

The State Education Code defines a handicapped student as one who is unable to receive full educational benefits because of a physically disabling condition. Included are:

1. The deaf or hard of hearing
2. The blind or partially seeing
3. The orthopedically handicapped and other health impaired
4. The speech impaired
5. Others with physical illnesses or physical conditions which make attendance in regular day classes difficult or impossible
6. The multi-handicapped

SPECIAL NEEDS

In the academic environment, little or no special assistance may be required or desired by handicapped students, but for others attendance would be nearly impossible without it.

This year Handicapped Enablers have been designated on each campus, with the function of providing special supportive services for these students. Effort is made to identify students and provide assistance, such as priority registration, tutoring, special academic and vocational counseling, special tests and proctoring service, orientation sessions, special instructional materials and aids, priority class seating, and parking.

Special classes and services are also provided for specific disabilities, such as:

1. Sign language interpreters and lecture note takers for deaf students
2. Braille materials, tape recorders, and campus orientation training for blind students
3. Ramps, modified restrooms, campus mobility assistance, and reserved parking spaces for students in wheelchairs
4. Therapy training for speech-impaired students

FUNDING FOR PROGRAMS

Such services are not inexpensive. Some funds come from attendance, but the bulk are from state and federal programs for special services. Table I shows estimated funds for 1972-73 and 1973-74:

TABLE I

	1972-73 Funds	Students Served 1973-74	1973-74 Funds
VEA Handicapped (Federal)	$110,958	(340)*	$130,000
ADA State Apportionment for minors	144,813	385	441,030
Supportive Services Over 21 (State)	-0-	780	312,000
Funds for Special Classes (State)	-0-	50	90,000
	$255,771	1,215	$973,030

*VEA Occupational students included in totals of students receiving State aid

Federal law requires that 10% of VEA, Part B funds be spent for handicapped students. In 1973-74, $1,300,000 will be received in VEA, Part B funds, of which $130,000 will go for handicapped programs.

State funds for both minor and adult students are designed to cover direct excess costs; i.e., those costs that would not have been incurred if the student were not handicapped. Only those services provided in addition to those normally offered by the school are applicable.

While State apportionment for supportive services for handicapped adults is quite new (1973 legislative session), funding for programs for handicapped minors has long been a part of secondary school programs and more recently of community colleges. This funding falls into three categories:

Special classes for handicapped minors; supportive services for handicapped minors; supportive services for handicapped adults. Handicapped minors, for the purposes of funding, are defined as being under 21. Funds for minors can be claimed only for classes or supportive services. In all cases, funds are available only for services provided, and may not be used for either building construction or modification.

1. Special classes for handicapped minors must be taught by an instructor with a special credential. Financial support varies according to the type of disability and the number of students enrolled. Maximum class sizes have been established by the State:

TABLE II
Funds for Special Classes by Disability

Physical Handicap	Amount Per Student	Maximum Class Size	Maximum Amount Per Class
Deaf	$1,510	8	$12,808
Hard of Hearing	1,080	10	10,800
Blind	1,080	10	10,800
Partially Seeing	800	10	8,000
Orthopedic	435	16	6,960

Thus, if a community college district operates two classes for orthopedically handicapped minors, $13,920 would be provided for instruction of these students. This amount is in addition to ADA funds received.

2. When supportive services are provided for handicapped minors, up to $1,018 ADA will be paid to cover the excess costs of the services of interpreters, note takers, tutors, campus mobility assistants, special equipment, and other instructional aids.

3. For the first time this year, the colleges are eligible to receive up to $400 per student to cover excess costs of supportive services for financially needy handicapped students 21 years of age and older.

IDENTIFICATION OF THE HANDICAPPED POPULATION

Precise identification of the handicapped population is impossible, but reasonable estimates are available for the approximated population of the Los Angeles area. The State Department of Rehabilitation has stated that there are some 700,000 unemployed handicapped individuals between the ages of 18 and 64 in Los Angeles County. Of these, it is estimated that 80,000 could benefit in some way from vocational rehabilitation training, and 40,000 will at some point obtain such training. The Los Angeles Community College District encompasses approximately one half of the total Los Angeles County population. Thus, within our boundaries are perhaps 20,000 handicapped individuals who might benefit from vocational training. While this number is too large to be realistic in terms of potential students, it does point out that there is a large population concentration that might benefit and be served by college programs in vocational education.

The target population of any category of students; e.g., race, sex, age, is commonly determined by the percentage of the general population that falls within that category. As 9% of the general population is estimated to be handicapped, the target population for the Los Angeles Community College District would be 9000 students.

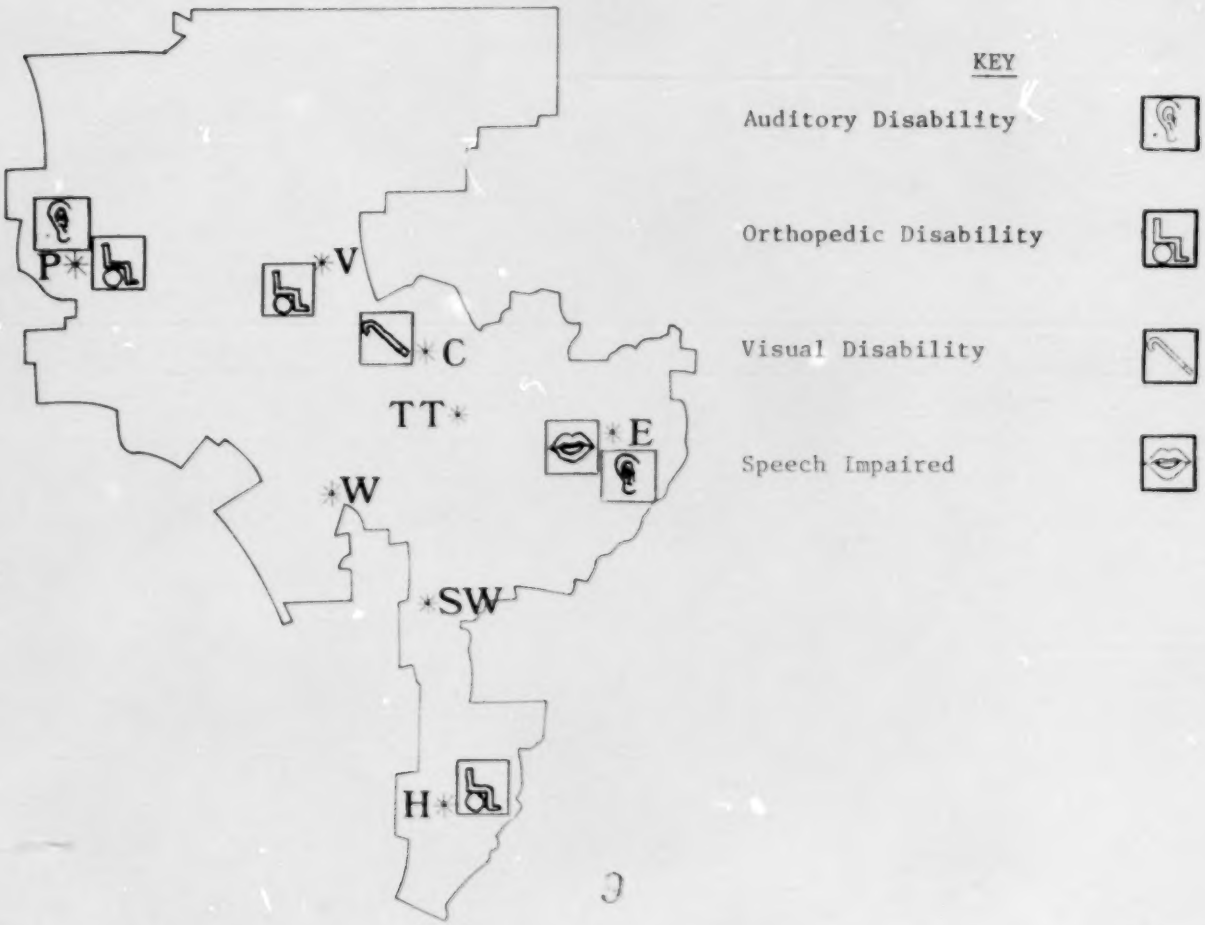
At present slightly over 3000 handicapped students have been identified, and nearly one half receive assistance of some kind. It is obvious that the outreach program has just begun.

SPECIAL PROGRAMS

This fall marked the first widespread efforts of Handicapped Enablers on the campuses to inaugurate special programs and services. In many cases, excellent programs were already in existence with limited funding, but new funding has allowed more handicapped students greater access to the community colleges. While promoting greater awareness among the college personnel and the community of the needs of the handicapped students in general, and providing a wide range of special services, many of the Enablers have also offered more specialized programs for a particular disability.

TABLE III

Present Programs for Handicapped Students by Campus
1973-74



East serves the speech impaired and the hard of hearing; City has programs for the blind; Harbor has programs for the orthopedically handicapped; Pierce serves the hard of hearing and has a special course in electronics for orthopedically handicapped veterans; Valley has a well-established program for the orthopedically handicapped.

Tables IV and V, respectively, show the numbers of handicapped students identified and given assistance at each college, and the number identified by disability.

TABLE IV

Handicapped Students Enrolled and Being Served*

Fall Semester 1973

	Enrolled	Being Served
East	313	77
City	408	90
Harbor	393	106
Pierce	535	200
Southwest	249	3
Trade-Tech	552	238
Valley	429	400
West	208	10
Total:	3,087	1,124

Percentage of identified handicapped students being served = 36%.

*Table data represent only self-declared handicapped students and thus underestimate total handicapped students.

TABLE V

Active Handicapped Students by Disability*

Fall Semester 1973

	Auditory Disabilities	Visual Disabilities	Other Physical Disabilities	Illness-Related Disabilities	Total
East	4	2	142	165	313
City	2	17	206	183	408
Harbor	2	5	261	125	393
Pierce	68	49	229	189	535
Southwest	17	0	14	218	249
Trade-Tech	4	2	280	266	552
Valley	19	13	218	179	429
West	28	30	81	69	208
	144	118	1431	1394	3087

*Table data represent only self-declared handicapped students and thus underestimate total handicapped students.

INCREASING THE NUMBER SERVED

Since about 3000 students were identified in the Fall 1973 semester and only 1124 are actually being aided, it is clear that we are not reaching all of the handicapped students on our campuses or other disabled individuals in the community who would benefit from the college experience. How can we increase the number of students being served? We believe that strong programs on the campuses will cause enrollments of handicapped students to grow in several ways:

1. High school counselors will, in good faith, be able to recommend that their handicapped counselees think in terms of attending our colleges. Some 900 handicapped seniors will graduate in the Los Angeles Unified School District alone this year; and an additional 1100 handicapped high school seniors will graduate from other Los Angeles County schools. The District is presently working with city and county school systems to acquaint these students with the educational opportunities at our colleges.

2. A strong recruitment campaign, properly publicized, will bring to our campuses handicapped adults who thus far have been unable to attend or succeed in college.
3. News of services will travel through the "handicapped grapevine."
4. Cooperation with community agencies will help increase service to handicapped students. A bus donated by the Variety Club to the United Church Center in Gardena is used to bring students to Harbor College. Harbor has a similar transportation arrangement with the Spastic Children's Foundation. The program at Valley College is actively supported by the Rotary Club, and meetings are being held with the Veterans Administration toward increasing referrals of handicapped veterans to our campuses.

   In addition, the District is investigating a cooperative agreement between the State Department of Rehabilitation involving a matching of work time or funds. Under such an arrangement, 25% would be contributed by the District in either work time or funds for a Rehabilitation Program, the remainder by the Federal Government. If this agreement reaches fruition, a Rehabilitation counselor would work exclusively with handicapped students on our campuses. There are now some 676 Rehabilitation students in the District colleges. It is estimated that this number would double if the campuses were free of architectural barriers and strong programs of supportive services were offered.
5. Another possible method of reaching and helping more handicapped individuals is through the excellent audio-visual and individualized instruction programs now being developed and used on the campuses. Certain handicapped individuals would have an extremely hard time coming to a campus for classes, as would a perso. hospitalized

because of disability or illness. Yet these persons could be aided through either the ITV programs or through individualized or group instruction via telephone, combined with instructor visitation. Discussion with the Veterans Administration indicated that the need in this area is crucial, as they are unable to provide a sufficient number of trained instructors to work with home-bound clients.

Tangible results of the District's commitment to specialized handicapped programs are beginning to be realized. Through new funding provided by the recent 1973 legislation, more of the crucially needed services, classes, and aids can be provided.

NEW DIRECTIONS FOR HANDICAPPED PROGRAMS

Architectural barriers are a major deterrent to orthopedically handicapped students on all campuses. Single and multiple steps, restrooms, drinking fountains, second-story classrooms, bungalows, and other areas are inaccessible or nearly so for these students. Wheelchair students can enter bungalows only by being lifted by fellow students.

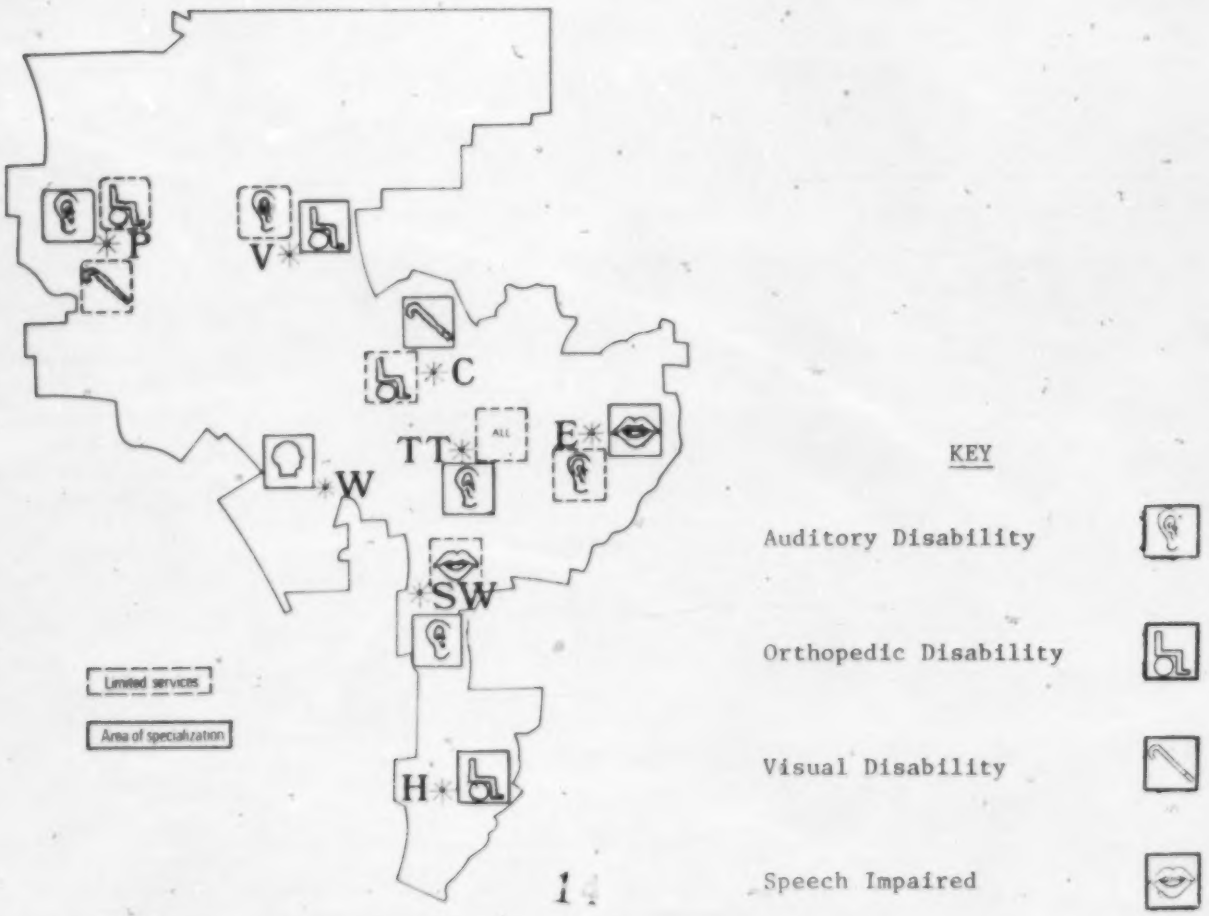
Federal regulations stipulate that, when federal funds are involved, necessary access and facilities must be provided in any public buildings that are constructed after 1968. However, most District buildings were constructed long before this date, and it has been conservatively estimated that it would require at least $500,000 to bring all campuses up to minimum standards of access and use by the physically handicapped.

Unfortunately, State and Federal funds provided for services and programs may not be used for architectural modification or building construction. This money must come from sources within the District.

In order to limit the amount required for necessary structural modification, colleges have agreed that certain steps be taken to determine costs and priorities. Included is the agreement that certain colleges specialize in particular programs. Table VI shows college specializations. The solid area is the major area of specialization, and the broken area shows limited services.

TABLE VI

Areas of Specialization



Specialization will not restrict a student's freedom to attend any college, but it is expected that students with particular disabilities will naturally gravitate to the campuses with outstanding programs serving those disabilities. Under this system of District-wide planning, each major disability will be served through a first-class program by at least one District college.

1. CITY will specialize in programs for the visually impaired, with limited services to wheelchair students and to the speech impaired. Several programs for the visually impaired exist already at City which is adjacent to the Braille Institute. During December 1973, City began building a ramp into Holmes Hall, the principal architectural barrier. It will be completed for the Spring semester.
2. EAST will specialize in speech impaired programs, with limited services to the hearing impaired and the orthopedically handicapped. The basis for an excellent speech impaired program already exists at East.
3. PIERCE will specialize in programs for hearing impaired students, with limited services to wheelchair students and the blind. Pierce is now seeking an instructor with a special credential for deaf students and is planning a special class next semester. Near California State University, Northridge, which has an outstanding program for the deaf, Pierce can help serve the deaf students not admitted to CSU in either academic or vocational programs.
4. Valley can specialize in programs for orthopedically handicapped students, with limited services to the hearing impaired. Valley already has an excellent program for the orthopedically handicapped and has made a good start toward providing services for the hearing impaired.

5. SOUTHWEST can implement its program for hearing impaired students, primarily from South Central Los Angeles. It would be unrealistic to ramp all of the bungalows at Southwest, but orthopedically handicapped students may be served when Southwest moves into permanent campus buildings.
6. TRADE-TECH will continue support for the hearing impaired, with limited services to all disabilities. Several deaf students graduated from Trade-Tech last June, with the help of interpreter services provided by the Department of Rehabilitation.
7. WEST is considering several possibilities and is expected to specialize in an area, such as learning disabilities, which would not require major architectural modifications. As soon as permanent buildings are completed, West could expand service to the disabled.
8. HARBOR will specialize in orthopedically handicapped programs, as the basis for an excellent program is already underway.

The agreements on college specialization were made for long-term programs, but immediate structural modifications need to be made to provide greater access to handicapped students. Since State funds provide no moneys for modifications, the Board of Trustees authorized up to $175,000 for removal of major architectural barriers as soon as possible and endorsed the following:

1. Decisions on specialization agreed to by the colleges in conjunction with the Office of Educational Planning and Development should be implemented.
2. Colleges will determine how increased access can be provided by shifting classes now inaccessible to wheelchair students.

3. The colleges will establish a priority list of critical architectural barriers to be removed immediately.
4. Another priority list will be established of architectural barriers to be removed over a three-year period, 1974-75 to 1976-77. Funds for these modifications should come from budget requests.

With the firm support of the colleges and the District, programs and services for handicapped students will be strengthened and expanded in the coming years.